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ABSTRACT

A proactive guidance approach focuses on the child's self-involvement in his decision-making and in his subsequent responsibility as an individual and as a member of an interacting society. The decision-making process places emphasis on the school's creation of a learning environment which enhances a child's natural inquisitiveness about himself and the work in which he lives. This approach utilizes a multi-disciplinary orientation in implementing the educational program through team involvement of staff members and through a variety of classroom models. The booklet provides a detailed examination of specific concepts that characterize the proactive guidance approach as they relate to students, teachers, staff, parents, and curriculum. The major portion of the booklet consists of learning activities, of materials for projects, and of implementation suggestions for these ideas. (Author/LAA)

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A PROACTIVE GUIDANCE APPROACH

Through Involvement

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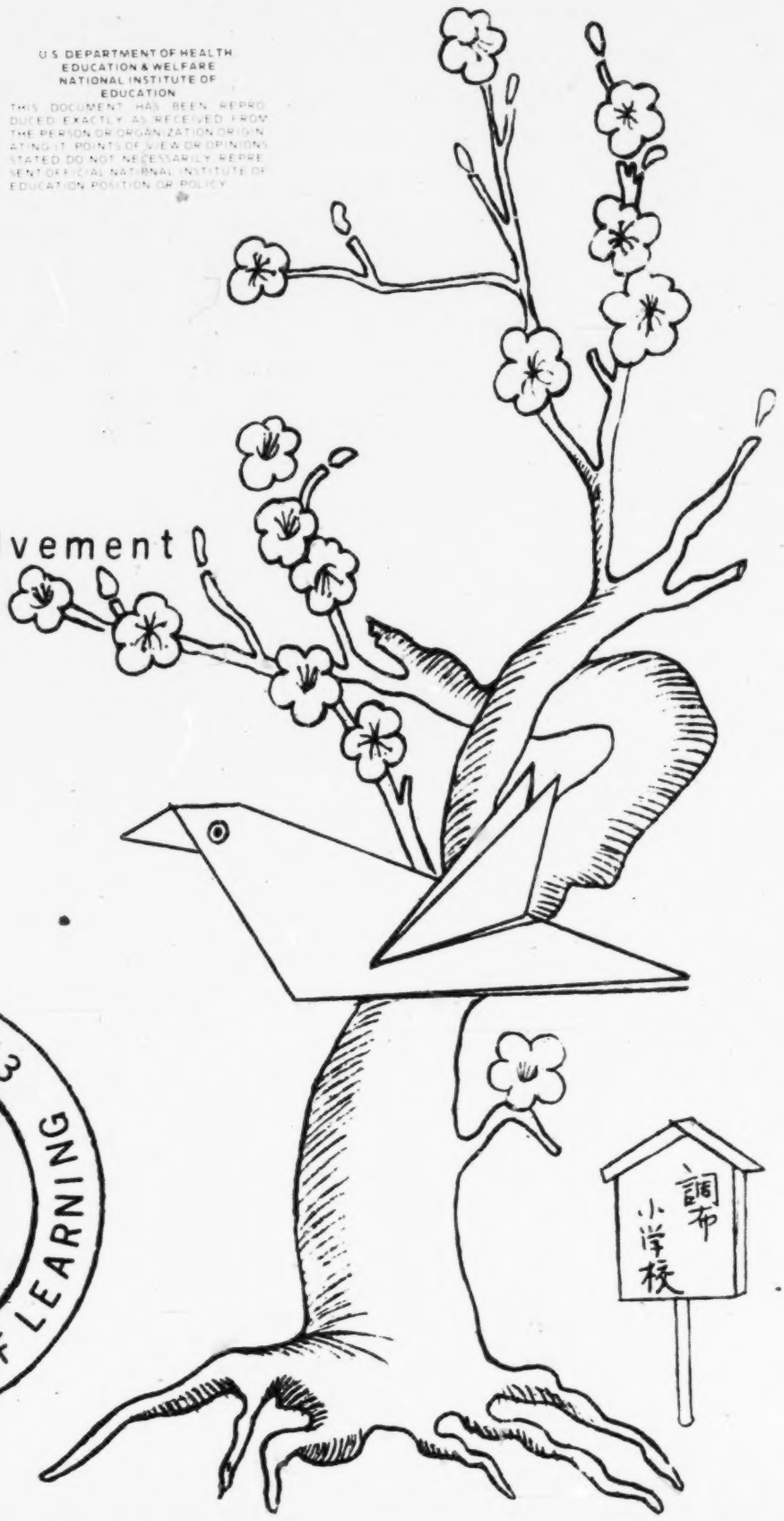

1972 — 1973

chofu

THROUGH THE GATE OF LEARNING

CG 008 079

A

PROACTIVE

GUIDANCE

APPROACH

Prepared by: Chofu Elementary Staff Members
for the
APGA Convention
9-12 February 1973

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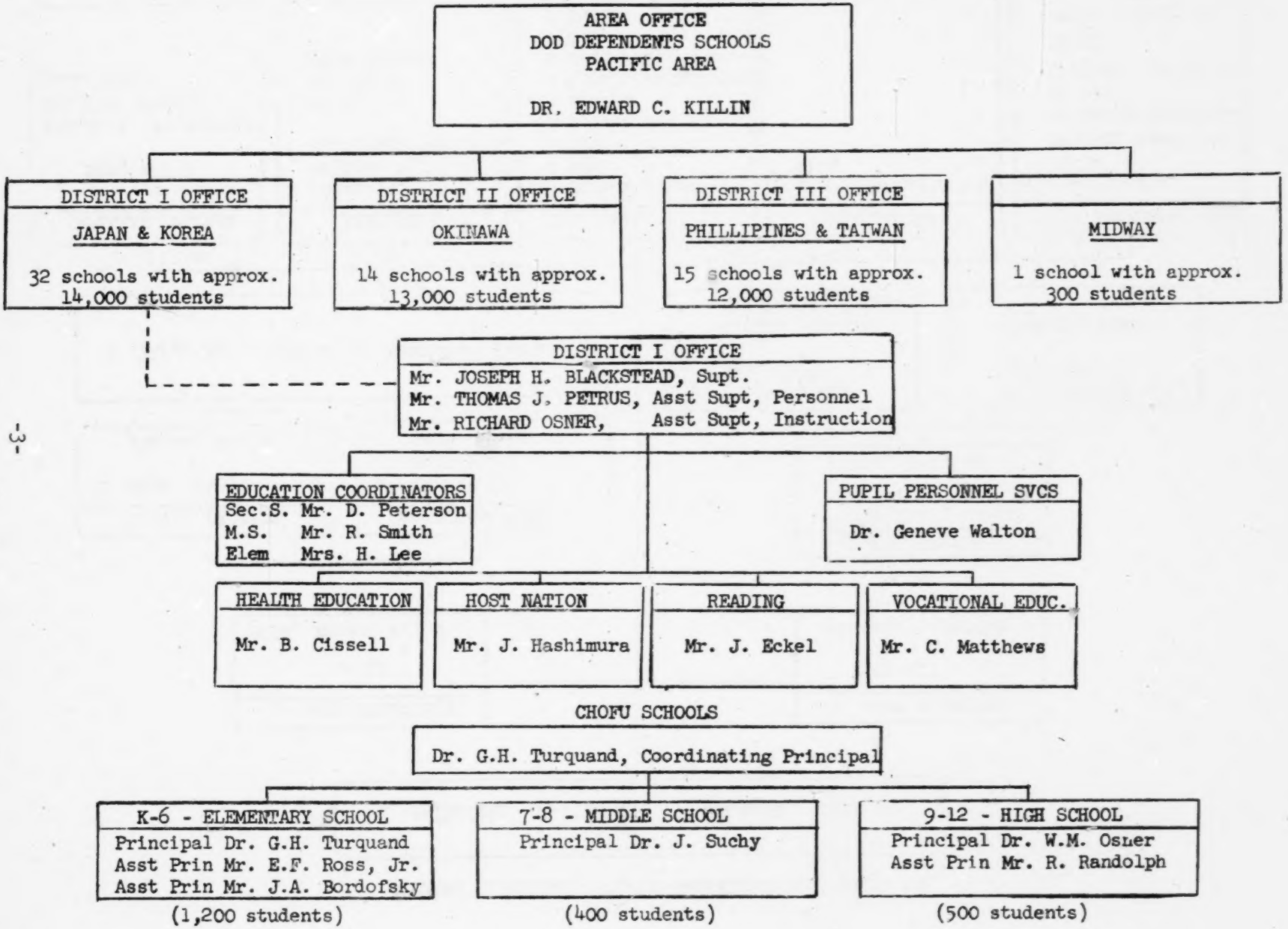
AREA OFFICE
DOD DEPENDENTS SCHOOLS
PACIFIC AREA
DR. EDWARD C. KILLIN
DISTRICT I OFFICE
JAPAN & KOREA
32 schools with approx. 14,000 students
DISTRICT II OFFICE
OKINAWA
14 schools with approx. 13,000 students
DISTRICT III OFFICE
PHILLIPINES & TAIWAN
15 schools with approx. 12,000 students
MIDWAY
1 school with approx. 300 students
DISTRICT I OFFICE
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Mr. J. Hashimura
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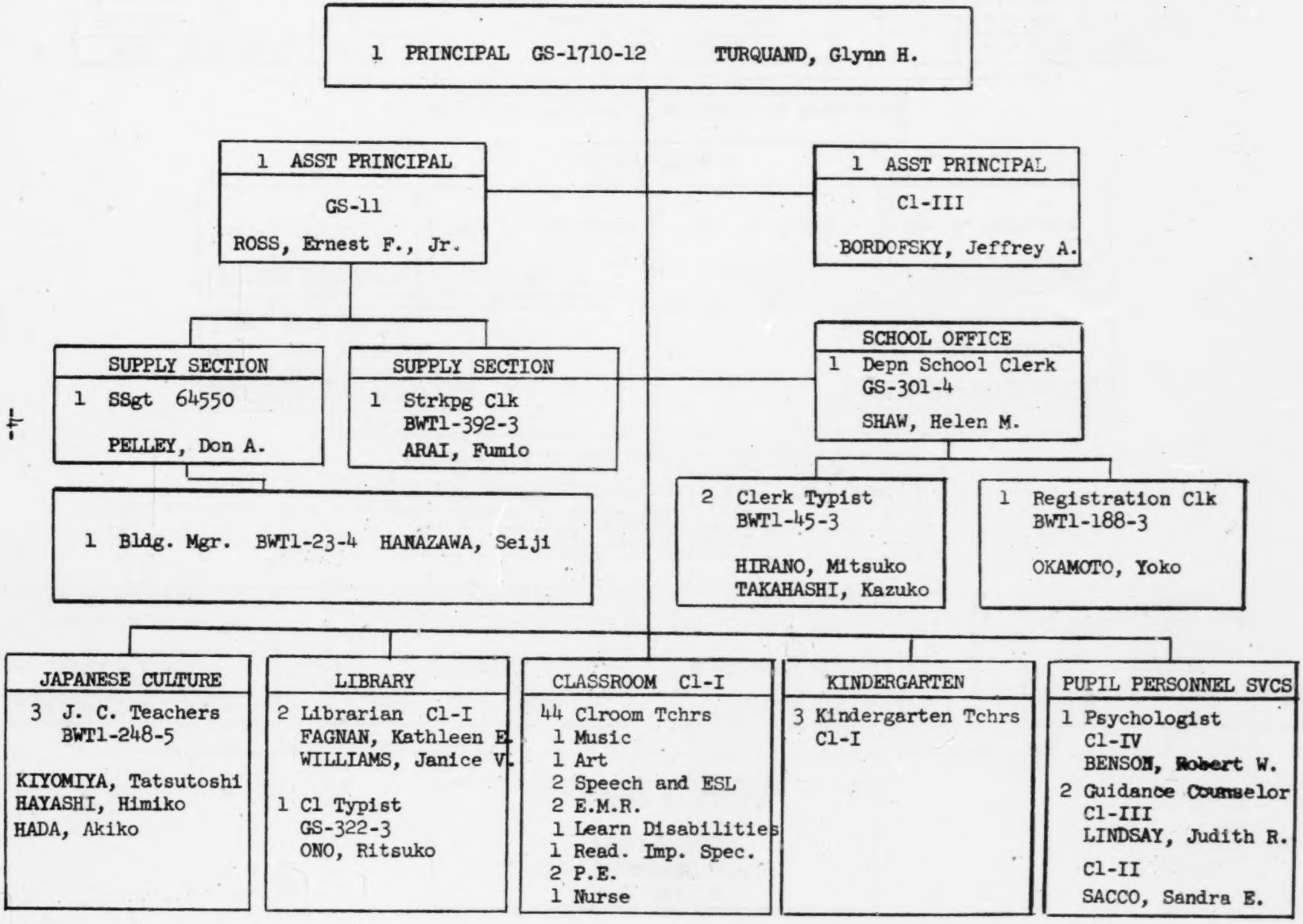
Mr. J. Eckel
VOCATIONAL EDUC.
Mr. C. Matthews
CHOFU SCHOOLS
Dr. G.H. Turquand, Coordinating Principal
K-6 - ELEMENTARY SCHOOL
Principal Dr. G.H. Turquand
Asst Prin Mr. E.F. Ross, Jr.
Asst Prin Mr. J.A. Bordofsky
(1,200 students)
7-8 - MIDDLE SCHOOL
Principal Dr. J. Suchy
(400 students)
9-12 - HIGH SCHOOL
Principal Dr. W.M. Osner
Asst Prin Mr. R. Randolph
(500 students)

CHOFU ELEMENTARY SCHOOL ORGANIZATIONAL CHART



A PROACTIVE GUIDANCE APPROACH
Through Involvement

A proactive guidance approach develops when the focus is on the child's self-involvement in his decision-making and in his subsequent responsibility as an individual and as a member of an interacting society. Through the decision-making process, emphasis is on the school's creation of a learning environment which enhances a child's natural inquisitiveness about himself and the world in which he lives.

The desired result is the child's development of a healthy, functioning self-concept through his ability to accept the reality of success and failure and to learn from experiences so that he is an active, responsible, and fulfilled member of society.

The Chofu Elementary School staff utilizes multi-disciplinary approaches in implementing this educational program. A strength of the program is the team involvement of the staff members in the total integration and implementation of the program. Various classroom models incorporate continuous pupil progress, individualized instruction, self-contained classroom, departmentalization, and the open classroom structure: A wide variety of educational materials employ multi-media avenues of learning.

The program and book have been compiled by the following staff members of Chofu Elementary School, a Department of Defense Dependents School, Tokyo Japan:

Dr. Glynn H. Turquand, Coordinating Principal
Bob Benson, Psychologist
Judith R. Lindsay, Counselor
Annette Keck, Learning Disabilities Resource Teacher
Pat Monroe, Reading Improvement Teacher
Kathy Olis, Speech Therapist
Marcia Johnson, Classroom Teacher
Ronald Sacco, Medicatrician

It was prepared for the APGA Convention in San Diego, California, February 9 - 12, 1973.

Implementation
of
A PROACTIVE GUIDANCE APPROACH
Through Involvement

Although our school can be considered traditional in structure and organization, innovations are both encouraged and allowed which result in a wide variety of approachs used by the teachers.

Even so, the primary educational form is through adult direction; from performing adult to receiving student. As a possible alternative the following condensed outline was developed to help teachers and parents encourage greater student involvement in their educational and social experiences.

Our educational role is to the individual
student for his overall human development
as an individual and as a group member
emphasizing

1. Student Self Development
2. Student Decision Making
3. Student Responsibility for His Decisions

as developed through

A. The teacher as a facilitator

1. The teacher must stress concepts and "how to learn" in addition to presenting materials.

2. Questions asked of students should include thinking and possible alternative action as answers rather than merely answers committed to memory.

3. The student should be helped to find some personal goals (course content involve the present life) and thus find a need to become productive.

4. Using classroom group meetings such as Glasser Circle, DUSO, etc. will also foster interpersonal communication and involvement.

5. Help children learn to verbalize thoughts and feelings.

B. Emphasis on Learning as well as teaching

1. The teachers focus shifts from "How much do I teach" to "How does he learn and how much does he know?"

2. Evaluation emphasizes what still needs to be learned.

3. Student involvement in the decision of what is necessary to be learned is important.

C. Develop behavioral objectives

1. Shift the focus from what the teacher does to what the learner does.

2. Behavioral objectives can also come from the students.

D. Emphasize Quality of learning as well as quantity

1. Emphasis is on learning and the ability to use learned material rather than superficially covering a large volume of material.

2. Some areas may be judged by the teacher to be mandatory for student knowledge. These should be covered to a point where the student has reached a level of proficiency.

E. Relevancy of material.

1. As much as possible course content should relate to the students present life, not to his abstract future needs.

2. Provide the students with the opportunity for responsible personal communication related to the material that is being learned.

3. Stress skill development in those subjects where a student can see the need for his personal development and allow more latitude in exposure/information type areas in which the student may then use his skills.

F. Courses should emphasize the students decision-making process

1. To the extent others make the decision for the student, the student tends to make others feel responsible for his actions and results.

2. Student development may be facilitated through

a. establishing a goal
b. gaining necessary background
c. considering possible alternatives and their consequences
d. chosing a course of action and taking action
e. accepting the results or consequences
f. reviewing this process for improving the process.

G. Teacher-student guidance meetings

1. Students often need to experience communication with adults (in a two way sense) without censorship.

2. The exchange of ideas between the student and the teacher on different activities can be used for learning experiences.

H. Inter-staff communication

1. Faculty meetings for inter-staff communication concerning the school program, philosophy, concerns, recommendations, etc. so that all members feel a part of the school.

2. Faculty bulletin for routine announcements.

3. School team meetings concerning problem areas and/or particular students needs, including resulting courses of action to be taken.

4. Periodic followup reports between staff members involved with the particular children concerning their developmental status.

I. School-parent communication

1. Articulation of school programs through parent/teacher meetings.

2. School (complex) bulletins.

3. Back-to-School nights with both students and parents involved.

4. Parent teacher conferences concerning student progress.

J. Student involvement in the content of courses and the methods of learning in these courses.

1. Provide the students with several alternatives from which they may choose. This could be by individuals, small groups or class.

2. Let students add alternatives.

3. Provide or jointly develop proficiency limits.

4. Students often need to be helped through the process from adult dependency to student involvement. Attempt to maintain student growth without holding him back or giving more choice than he is able to handle.

5. Allow student mobility, activity corners, etc.

K. Learning or resource centers

1. Courses should be organized so that learning takes place outside of the classroom (in addition to traditional homework) which may utilize materials from the resource center.

2. The classroom teacher can work with the resource teacher in research, small group discusion, sharing materials, etc.

3. More proficient students can help others in their development.

L. Evaluation/grading

1. The primary purpose is to determine how much a student has learned or already knows and how much more he needs to learn in order to be successfull.

2. Students should be directly involved in their evaluations.

3. Evaluations in terms of self-competition can lead to gaining quality responses. Let him evaluate his own abilities and growth.

M. Student evaluation of his relationship with others.

1. Can occur in guidance groups, with the teacher, counselor, etc. about how he is relating to others.

2. The teacher can try to keep from "personalities" and focus on the students choices, actions and consequences - and alternatives.

3. Set a positive atmosphere so the student isn't threatened and can deal with others.

N. The student and responsible consent and dissent.

1. Encourage decisions based on sound background information, alternatives, and consequences.

2. Choices other than those desired by the adult should be allowed unless they are definately detrimental.

3. Provide situations for students to take opposing sides without having to be right or wrong.

O. Relation to defined school rules and obligations.

1. Rules that are established should be supervised by the entire faculty. Consequences should be clear cut.

2. Materials, equipment, etc. lost or destroyed by the student are his responsibility and should be paid for by the student in cash or work.

3. Emphasize a learning situation from suffered consequences, rather than mearly punishing.

HOW DID PROJECT INVOLVEMENT BEGIN?

For the teachers it began with dissatisfaction as exemplified by the statement, "the longer I teach the more I am convinced that it is unreal for elementary school-aged children to sit in their seats for the better part of the day and absorb learning."

For the counselor it began with the growing realization that the child who understands and helps define his growing and learning needs and who actively works with her in planning his program is the committed child who changes, grows, and something dynamic happens in his life.

For the Reading Improvement Teacher it began with a contact with a committed child. She had seen first hand what could happen when a student changed his attitude and became involved with the planning of his individualized program, and she felt it was time that more students were actively involved in the responsibility of learning and understanding reasons why it was so important to improve their reading skills.

For the Speech Therapist it began with the realization of the need for carryover of good speech patterns into the everyday life of the student. She wanted each child to develop his own ability to communicate effectively. Since this in itself is such a personal thing, she not only wanted to teach him the skills but also to have him realize the need to assist himself in using these skills in his everyday conversation and communication.

For the Learning Disabilities Resource teacher it began with the awareness of the lack of decision-making by the students in her classes. She realized that the students coming to the resource room had always been told what activities to do and exactly how to do them. There were very few decisions being made by the students...they were in fact, very uninvolved and uncommitted to their own learning.

For the psychologist is began with the realization that many students do not involve themselves in their educational program, nor do they relate well to others in their own life. Also, they do not appear to have an involvement in their own progress and development.

For the A-V coordinator, involvement began with the desire to introduce and aquaint teachers and students with the A-V equipment and curriculum materials available to them in the Media Center.

For the principal it began with an overall dissatisfaction with the stagnant approach to learning that seemed to frustrate students, teachers and parents. Major focus had to be placed on the attitudes of the child toward learning rather than on merely the curriculum. The school environment had to change if children were to feel better about themselves and their instruction. This could be accomplished only through a total commitment on the part of students, educators and the community.

THE PROJECT/ACTIVITY-ORIENTED AFTERNOON

On the following pages are examples of eight charts representing the types of projects and activities offered to two fifth grade classes (60 children) in the areas of science, social science, math, language arts, and creative arts.

Three or four projects are offered on one afternoon. The child chooses one of these projects, begins work immediately, and completes it that day (approximately 1½ hours).

On a second afternoon that week, the same projects are offered again, and the child chooses a different one to work on and complete that day.

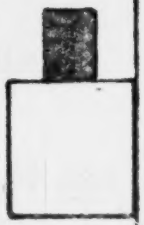
At times the projects offered are designed to be completed in two activity periods. Then the child chooses one on the first afternoon, begins work on it, and completes it during the second afternoon period.

The tickets in the pocket of the chart help limit the number of students participating in a given project. A child must have a ticket from the chart (a different color ticket is used for each project) if he is to work on the project that day. The number limits set on a project for the day vary from fifteen to thirty students depending upon the nature of the project.

All materials (books, worksheets, equipment, etc.) gathered, prepared, and set out conveniently for the students' use before the project/activity afternoon begins. The teacher's role during this period is one of an advisor, moving from group to group, student to student, being available for questions, and giving assistance as needed. The use of teacher-aides, mother-helpers, and other school personnel who can be enlisted to assist in these projects helps make the afternoons run more smoothly and profitably for students. By cutting down the advisor/student ratio, the child doesn't have to "wait" for advice or help as he would when there are only two teachers and sixty students.

BE AN ACTOR or ACTRESS!

ACT IN A HALLOWEEN PLAY



This project involves:

1. Reading a play together
2. Taking a part in the play.
3. Learning to say your part smoothly..... and with expression.
4. Putting the play on for the rest of the group.

Directions:

Take a ticket, go to a seat, and wait for the play to be handed out.

WHAT MAKES YOU TICK?

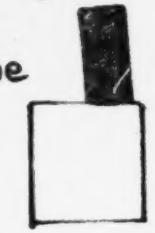
HERE'S A CHANCE TO EXPLORE YOUR FEELINGS (and show others how you feel).....

This project involves:

1. finding pictures in magazines to show how you feel.
2. cutting the pictures out.
3. arranging and posting them in a booklet or on a chart.
4. writing a short paragraph.

Directions:

1. take a worksheet and a large envelope.
2. follow the directions on the worksheet carefully.



LET'S DISCOVER PREHISTORIC ANIMALS!

THIS PROJECT INVOLVES:

1. RESEARCHING LIBRARY BOOKS, ENCYCLOPEDIAS, AND OTHER REFERENCE MATERIALS.
2. TAKING NOTES
3. WRITING A PARAGRAPH
4. MAKING A CLAY MODEL

ARE YOU INTERESTED?
TAKE A TICKET AND READ ON~~

DIRECTIONS:

1. CHOOSE A PREHISTORIC ANIMAL OR REPTILE.
2. TAKE NOTE PAPER AND USE REFERENCE MATERIALS TO HELP YOU COMPLETE IT.
3. WRITE A PARAGRAPH ABOUT YOUR ANIMAL AND THEN COPY IT ON A 3X5" CARD.
4. MAKE A CLAY MODEL OF YOUR ANIMAL.
5. PLACE YOUR COMPLETED ANIMAL WITH ITS CARD ON THE DISPLAY AREA.

SEE THE

PARTS OF AN INSECT

THIS ACTIVITY INVOLVES:

1. BEING A PART OF A TEACHER-GUIDED LESSON
2. USING A MICRO-SLIDE-VIEWER
3. SEEING 8 DIFFERENT SLIDES UNDER A MICROSCOPE
4. DISCUSSING THE SLIDES

IF INTERESTED, TAKE A TICKET, GO TO A SEAT, AND WAIT FOR THE EQUIPMENT TO BE PASSED OUT.

Learn about a famous AMERICAN

HELP TO MAKE A "WHO'S WHO" Timeline

This project involves:
1. working with a partner (optional)
2. reading to find out some facts about a famous person.
3. writing a short paragraph.
4. drawing a picture (symbol) for that person.

Directions:
1. Choose a famous person from the list on the chart.
2. Take the name off the chart.
3. Take a worksheet from the envelope.
4. After the written work, draw a symbol for that person.
5. Cut it out and be ready to place it on the timeline.

Be a NEWS REPORTER and WRITE YOUR OWN NEWSPAPER

This project involves:
1. working with a partner or two partners.
2. writing news articles
3. pasting the articles on a paper to make a newspaper

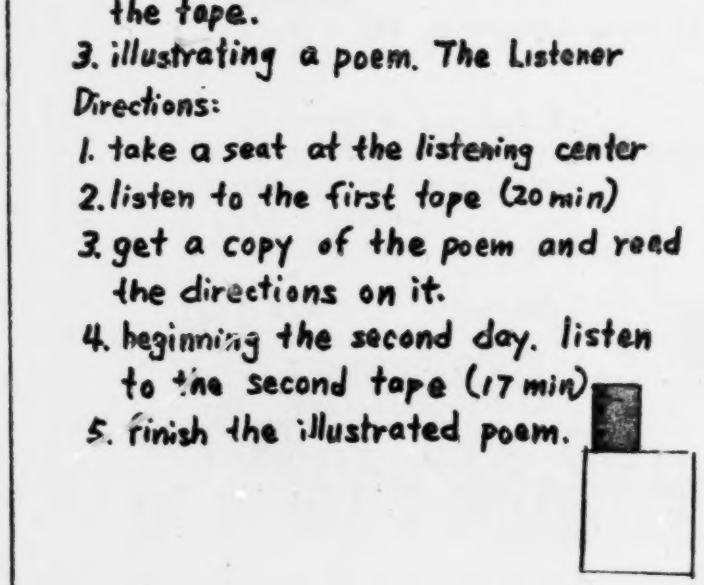
Directions:
1. take a list of articles from the envelope.
2. with your partner(s) decide who is going to write each article and cut out the strips.
3. write the articles on the paper provided.
4. have your partner proofread your work for mistakes.
5. make a headline (for one article) on the long strip of paper.
6. give a title to your newspaper.
7. paste the strips and the articles on the large paper.

Do you have a good IMAGINATION? Use it to create a story.

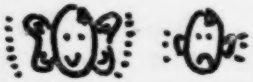
DIRECTIONS:

1. Choose one of these pictures. Take it with you to a quiet spot.
2. Think about your picture before you start to write:
   - what is happening?
   - how does the person (or persons) feel?
   - is there any action?
3. Begin to write.
4. Do not worry about spelling. That can be corrected later. The main thing to remember is to get your thoughts down on paper as well as you can and to use your own original ide

INTERESTED? TAKE A TICKET



ARE YOU A GOOD LISTENER?



HERE'S YOUR CHANCE TO USE YOUR EARS AND EXPLORE SOUND.....

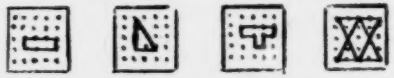
This project involves:

1. listening to two tapes.
2. doing some exercises suggested in the tape.
3. illustrating a poem. The Listener

Directions:

1. take a seat at the listening center
2. listen to the first tape (20 min)
3. get a copy of the poem and read the directions on it.
4. beginning the second day. listen to the second tape (17 min)
5. finish the illustrated poem.

HAVE FUN LEARNING WITH A GEOBOARD!



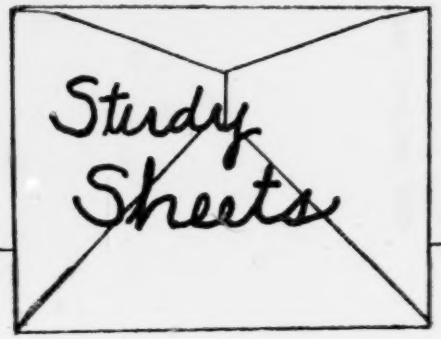
THIS ACTIVITY INVOLVES:

1. experimenting with shapes on a geoboard
2. learning area of some of these shapes
3. drawing on dot paper
4. completing some study sheets
5. working with a friend – if you wish

DO YOU WANT TO TRY THIS EXPERIMENT?
TAKE A TICKET AND FOLLOW THE...

DIRECTIONS:

1. Take a set of study sheets from the envelope.
2. Be seated and wait for the geoboards to be distributed.
3. Follow instructions on your study sheets.
4. When finished, put rubber bands in envelope and return equipment to a teacher.



FINDING OUT ABOUT TANGRAMS

CAN YOU PUT THESE SHAPES TOGETHER TO FORM A GEOMETRIC PUZZLE?

This project involves:

1. working with a partner
2. cutting out geometric shapes
3. using these shapes to make four different puzzles
4. answering some questions about these shapes

PUZZLED??? Take a ticket and give it a try! →

Directions:

1. take sheet I and follow the directions.
2. then take sheets II and III and follow those directions.
3. finally, take worksheet IV and answer the questions.

PROJECT/ACTIVITY CARD Miss Johnson - Miss Tell
Rooms 126-130

NAME _____

Project	Date Completed	Student Evaluation	Stu. Ins.	Ins.

Each student has a project/activity card. When the project is completed, he brings the project and the card to a teacher. After reviewing the project they both initial the card next to where the student has written the title of the project and his evaluation of it.

SUGGESTION FOR INVOLVING LEARNING DISABLED STUDENTS IN A RESOURCE ROOM SETTING

My students attend classes in the resource room for only ½ hour sessions daily and I have found it difficult to involve them in their learning to the fullest extent merely because of the lack of time. The following are ways in which I have partially solved this problem.

I. During the initial interview with a new student:

A. I discuss with the student his test results, how he feels about his classroom work, how he feels about school in general, how he can help himself learn in the areas which are difficult for him.

B. I have found the following question particularly helpful in assessing the students attitudes:

1. Why do you think you come to this class? (This will indicate the student's concept of himself and his work in his classroom as well as what he thinks the purpose of my class is.)

2. As compared with the other boys and girls in your class, how do you feel you compare? (This will indicate the student's self-concept.)

3. What subject/subjects are most difficult for you? Why? (These answers will show the student's degree of realism about himself.)

4. Can you think of any ways in which you could help yourself learn better? (These answers show student's organization and ability to think creatively.)

5. What things do you feel you do well? (Does he think positively?)

6. Do you know of someone who can do one thing well but who does poorly in something else? (Does the student show ability to discriminate between learning and character? How does he feel about this person?)

C. Along with the interview I do some informal testing in which the test questions become progressively more difficult and the student progressively more frustrated. Then I stop him, discuss his frustration at the test items, and then explain that he will be learning how to cope with these frustrations as well as finding out the kinds of things (and recognizing them later in life) that make him frustrated.

II. During class time, if working with the student on an individual basis, I try to involve him by:

A. Allowing him to choose a design which he must remember and reproduce at the end of class.

B. discussing spelling and math test, asking about what items were difficult and then discussing what can be done about them.

C. helping the student keep a progress chart on his test scores.

D. permitting him to check his own work and make corrections before relearning the items.

III. While working in groups or with a partner, the student will often:

A. make materials for other members of the group (i.e. make coded messages, put spelling tests on language master cards, make charts, etc.)

B. make materials to be used by younger students. (This provides a reason for careful and neat work by the older student as well as providing a model for the younger student.)

IV. Some older L.D. students work as "student helpers" with younger L.D. students. So far this takes place only within the L.D. resource room.

V. Much of the emphasis on involvement is on thinking creatively within a group.

A. The student must make up a "problem" which he must first be able to solve himself and then present to the group.

B. The student is asked to find a new use for a simple material (i.e. What kind of game do you know in which these cards can be used?)

These are only a few ideas which I am trying to incorporate into the short time that I see my students each day. I hope that they have given your imagination a nudge and brought you a little bit closer to understanding how students can be led into involvement.

The following summary sheet is used to coordinate the effort of various team members and has aided greatly in communication within the Pupil Personnel team. It has also aided me in finding patterns of strengths and weaknesses in a student's learning and allows me to find the best approach to take in remediation. Hopefully you can utilize this within your own school.

Chofu Elementary School
Date: _____

Information for Learning Disabilities Teacher

Child_____Grade_____Birthdate_____C.A._____

Teacher_____Room___Gray Phone_____Home Ph._____

Statement of Classroom Behavior:

observed strengths:

observed weaknesses:

Medical Information:

Specialists involved: Speech Nurse Counselor Remedial Reading Media Center
Psychologist Psychiatrist Administrator

Achievement Information

Wide Range Achievement Test:
Reading G.E._____

Spelling G.E._____

Arithmetic G.E._____

Ability Information

Test	M.A.	C.A.	I.Q.	Comments
WISC:				
Verbal Scale				
Performance Scale				
Full Scale				
Verbal:				
Information				
Comprehension				
Arithmetic				
Similarities				
Vocabulary				
(Digit Span)				
Performance:				
Picture Completion				
Picture Arrangement				
Block Design				
Object Assembly				
Coding				
(Mazes)				

Perceptual Information

Bender: Mean: S.D.: P.:
Comments:

Laterality: Singly: Sequence: Cross-wise

Dominance: Hand_____ Foot_____ Eye_____ Ear_____

Santa Clara Inventory of Developmental Tasks:

Strengths:

Weaknesses:

Frostig: Developmental Test of Visual Petception

I. Eye-Motor Co-ordination age equivalent_____

II. Figure Ground age equivalent_____

III. Form Constancy age equivalent_____

IV. Position in Space age equivalent_____

V. Spatial Relations age equivalent_____

Illinois Test of Psycholinguistic Abilities: Mean_____

		age equiv.	scaled score
Reception:			
	Auditory	_____	_____
	Visual	_____	_____
Association:	Auditory	_____	_____
	Visual	_____	_____
Expression:	Verbal	_____	_____
	Manual	_____	_____
Closure:	Grammatic	_____	_____
	Visual	_____	_____
Sequential Memory:			
	Auditory	_____	_____
	Visual	_____	_____
Supplementary Tests:			
	Auditory Closure	_____	_____
	Sound Blending	_____	_____

Test behavior:

Summary of test results:

Recommendations:

INVOLVEMENT THROUGH THE COUNSELING PROCESS

The counseling program at Chofu Elementary School begins early in August prior to teacher orientation week. The main reason the counselors report early is to finalize class lists that had been developed by classroom teachers at the close of the preceding school year. We also schedule and complete the voluminous paper work needed to enroll 1200 - 1500 elementary students in school.

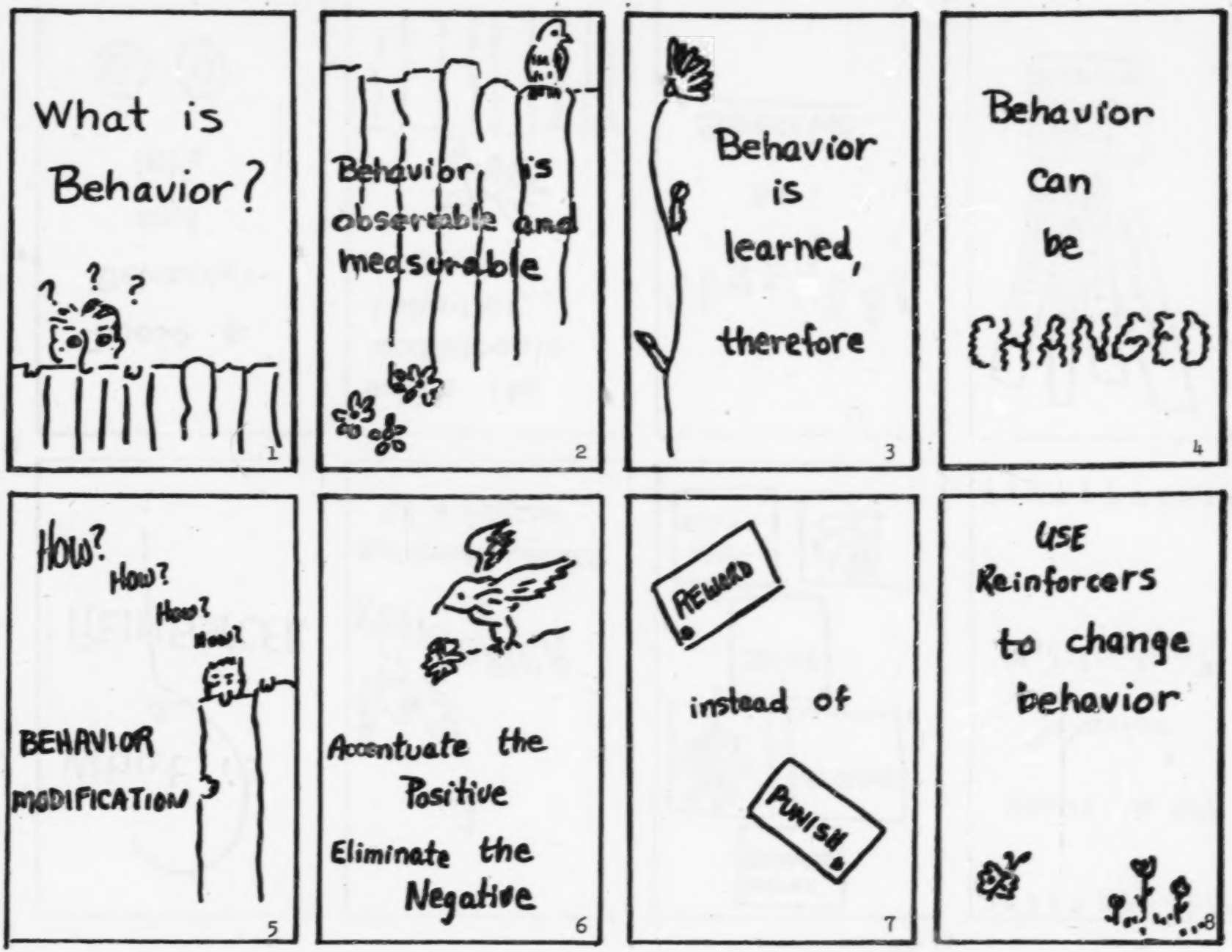
During orientation week we meet with each teacher to explain the counseling services available to them and to discuss specific children in their class.

After the school year begins we meet with every class in the "Talking Room", introducing ourselves and discussing the children's ideas of the counselor's role and ways we could be working together during the year. We stress the fact that we can be considered as grown up friends at school, that the children can not be in trouble with us because we are here to help them resolve their problems and to learn how to get along better with each other. We also stress self referrals and ways they can help themself.

We help the classes start group guidance activities. In addition we ask teachers to give us the difficult learning problems to work with as well as children who are having a difficulty establishing a routine.

Behavior modification techniques play an important role in the counseling program at Chofu Elementary. They serve not as an external way of controlling a child's behavior, but as a means of working with children in assessing the positive and negative factors in their life, and how these factors can be arranged to help them lead more satisfying, productive lives.

The following materials present examples of the kinds of information and approaches utilized in incorporating behavior modification techniques at our school.

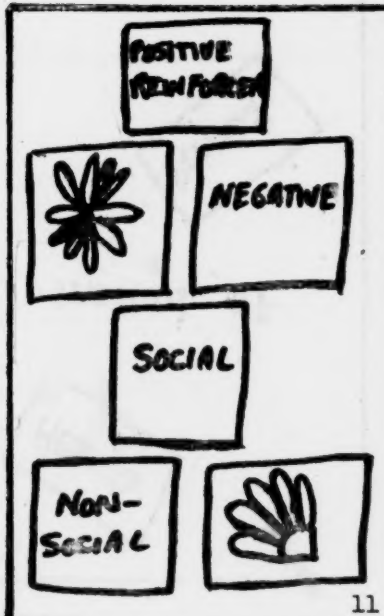

What is Behavior?
1
Behavior is observable and measurable
2
Behavior is learned, therefore
3
Behavior can be CHANGED
4
HOW?
HOW?
HOW?
HOW?
BEHAVIOR MODIFICATION
5
Accentuate the Positive
Eliminate the Negative
6
REWARD
instead of
PUNISH
7
USE Reinforcers to change behavior
8

What is a REINFORCER ?

9

A REINFORCER is SOMETHING VALUED BY A PERSON

10



11

????? ??????

READY TO TRY Behavior Modification?

?????????? 12

Choose a Behavior and let's GO

13

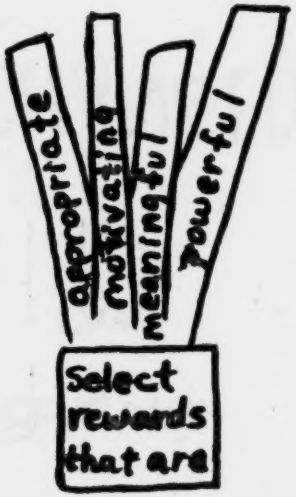
Define the undesirable behavior, and

14

REMEMBER

Be Specific.

15



16

Posters from the filmstrip "Being Positive Works for Everyone"

Script by: Judith R. Lindsay and Sandra E. Sacco, Counselors, Chofu Elementary School

Posters by: Jack Wooten, Counselor, Chofu Middle School and Pearl Townsel, Counselor, Chofu High School

REINFORCER SURVEY

Child's Name _____
Date _____
Examiner _____

	School		Home	
	POSITIVE	NEGATIVE	POSITIVE	NEGATIVE
Who is your favorite adult?				
What are your favorite activities with this person?				
What is the best reward anyone can give you?				
Who punishes you the most? How? Effectiveness? Other punishments? Which works best with you?				
What is your favorite subject? Your least favorite subject?				
Name 2 things you like to do at				
What do you do that pleases your mother? father? teacher? friend? siblings?				
How do you get money? What do you do with it?				

	School		Home	
	POSITIVE	NEGATIVE	POSITIVE	NEGATIVE
What do you do that makes your mother angry? father angry? teacher angry? friends angry? siblings angry?				
What do these persons do to show anger? What kinds of things do you like to do with your mother? father? teacher? friends? siblings?				
What does your mother do that bothers your? father? teacher? friends? siblings?				
What do you like to do on weekends? What do you like to do on week nights?				

EXAMPLES OF REWARD CARDS

February 1973 Child's Daily Work Record

M	T	W	TH	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28		

Tally points, stickers, the teacher's initials, etc. can be placed in each day's section to indicate the child's success in accomplishing the goal of improving himself.

REWARD CARD

Teacher(s) Name _____ Child's Name _____

M	T	W	T	F	M	T	W	T	F	M	T	W	T	F

This kind of a card is useful if the child is having difficulty with more than one teacher and/or it can be used to record more than one behavior.

I AGREE TO EARN MY PLAY TIME BY
LEAVING CHILDREN'S PAPERS ALONE.

_____
Child's signature

_____
Teacher's signature

_____
Date

I. I am trying to change three (3) of my behaviors at school.
   A. Staying in my seat
   B. Having materials ready for class (paper, pencil, etc.)
   C. Keeping my hands to myself.

II. If I am able to do any behaviors listed above during Reading, Math, and English classes, my teachers will initial my card in ink.

III. When I have earned ten (10) initials, my homeroom teacher will make arrangements for me to use my thirty (30) minutes of free time in the Media Center at school.

_____
Child's Signature

_____
Teacher's Signature

_____
Date

SCHOOL OBSERVATION

RELATIONS WITH PEERS

A - Aggressive

B - Fails to participate when approp.

C - Disruptive activities

RELATION WITH TEACHER

A - Openly defiant

B - Actively soliciting attention

CLASS WORK (Solitary) BEHAVIORS

A - Engages in activity other than test or activity assigned

B - Fails to have necessary materials at hand

C - Responds to disruptive influence

REFERRAL BEHAVIORS

A -

B -

C -

Date:
Observer:
Class:
Teacher:
Target:
Recommended Program: (outlined on reverse side)

SOCIAL REINFORCERS

"Good ..."
"That's correct ..."
"Excellent ..."
"That's clever ..."
"Exactly ..."
"Fine answer ..."
"Good job ..."
"Good thinking ..."

"That shows a great deal of work."
"You really pay attention."
"You should show this to your parents."
"I like that."
"Show the class your picture."
"That's interesting."
"I like the way Joan is working."
"Jimmy got right down to work after outdoor play. He's going to finish on time."

"Thank you ..."
"I'm please with that ..."
"Great ..."

"Let's all give John a hand"(clap,clap)
"That was very kind of you."

Smiling
Winking
Nodding up and down

Looking interested
Laughing
Clapping hands

Walking among students
Sitting in their group

Joining the class at outdoor play
Eating with the children

Touching
Patting head, shoulder or back
Hugging
Sitting in lap

Stroking arm
Shaking hand
Holding hand

ACTIVITY REINFORCERS

Presenting at "show and tell"
Being a group leader
Going first
Running errands
Collecting materials
Being excused from a test
Helping clean up
Getting to sit where you want to
Taking care of class pets
Leading the flag salute
Telling a joke to the class
Being in a skit
Supervising a group outside class
Playing teacher
Competing with another class
Performing for parents
Decorating a Christmas tree
Taking class pet home for the weekend
Singing songs
Leading the songs
Being team captain
Reading to the Director
Being called on to answer questions
Seeing a film strip
Going to a group program

Seeing a movie
Watching TV
Listening to music
Playing games in class
Playing games during outdoor play
Having a party
Making puppets and a puppet show
Doing art work related to studies
Making construction projects
Going on field trips
Having outdoor lessons
Spending special time with teacher
Choosing the game for outdoor play
Teaching younger children
Getting to go home early
Earning an extra or longer free play
Getting to make puzzles
Helping set up equipment
Choosing songs to sing
Studying with a friend in class
Spending time in the library center
Having extra lunch time
Putting up the school flag
Getting to read a story to group
Getting to read a new book
Assisting another student

Involvement Techniques

I have attempted to involve students in discussing their growing and educational needs in a variety of ways:

I. Personal interviews

What may I do to help you? (with a self referral)
Do you know why you are here? (with a teacher/parent referral)
How do you think you are doing in school? What do you think you do the best at school? What subjects are the most difficult for you?
How do you learn the best? What books are the easiest for you to understand? What teachers have helped you the most?
Do you know about the different learning programs at school? Let's see if we can explore several and choose the ones that will interest you and help you the most.

II. Group discussions

What shall we talk about today?
What do we need to talk about today?
What ideas have you thought of to help you solve the problem? What other ideas have you thought of? (I feel it is healthy to explore a variety of ideas and to help the children realize there are many good ways of solving a problem).
What could _____ do to help him get along better with other children/teacher?
Let's talk about ways of getting along better in school. (After the problem has been defined by all group members, I find it useful to structure the discussion towards stating positive suggestions for improving the situation. A natural progression in the discussion often leads to committments by the children as ways they can change their behavior.)
What can we do to help if someone does not follow our suggestions?

III. Preparing a student for testing

"We are going to do some work together so that we can learn more about how much you have learned in school so far. We need to know more about how you think and learn, and if there are ways we can help you more with your learning.

I have some work for us to do together. Some of it will be very easy and some of it will be hard. Some of it is for children who are younger than you are, and some of it is for children who are older than you are. I would like you to do your very best and not to worry when the questions get hard. This is not a test like the ones you get in class with a grade. This is just to help find out more about you.

After I have had time to go over your answers, I'd like you to come back so that you will know how you did, and we can plan a better school program for you if it is needed.

I'm going to be writing down your answers so I'll remember what you said. Any questions? Ready to begin?"

IV. Class Group guidance topics

Is it OK to have a problem?

What if we all stopped growing older this moment?

What do you do when you don't know what to do?

How would you learn if there wasn't any school?
How would the world be changed if there wasn't any school?
Why do we have schools?
Is school teaching you what you think you need to learn in order to get along in the world?

Why do you want to grow up?
Why do you want to be a teen ager?
Why do you want to be an adult?
Why do you want to be a mother/father?

What if you could take a pill and grow very tiny, or a pill to grow very big. Which would you take?

If you could change in to an animal, which one would you choose?

If you could spend one hour with any famous person who is now dead, who would you choose? What would you talk about?

If you could relive any important event in past history, which one would you choose?

What would happen if everyone was the same age?

What if there was only one sex in the world?
What would happen if every one in the world looked the same?

What do you think will happen if we find life on other planets?

Who do you think is the most important person who ever lived?

What is the worst problem in the world?

If you could be somebody else, who would you be? What would you do if you were this person?

What do you think is the most important invention so far?
What do you think the first invention was?

If we started building cities underground what are some of the problems we would face?

What kind of a person do you want to be when you grow up?

What can you do if you see someone cheating on a test?

What can you do if someone bigger than you wants to fight you?

How many ways can you think of to show friendship?

What can you do if your best friend wants to copy your homework?

How would you change the schools to make them better?

What makes a good teacher?

What does a good mother and father do?

What are some common elements of being a human being no matter where you live in the world?

What makes people different from each other?
Is it OK to be different?
When isn't it OK to be different?

In what ways can you tell you are growing up?

When should a girl start using make up?
How old should a person be when they start dating?
How old should a person be when they get married?

What does the phrase, "Today is the first day of the rest of your life" mean to you?

Where does anger go? How can you get rid of anger without hurting someone else?

What can you do to help yourself when you are afraid?

What kind of things can children learn from each other?

What kinds of things should you know before you leave your home to be responsible for yourself?

If you started a new country what would be your first rule?

How much money do you need to be happy?

What new things do you want to learn during the year?

What kinds of things do teen agers like to do?

Is a group different when you sit in a circle?

Do adults know everything?
Can they do anything they want to do?

What are the 10 most important countries in the world in order of importance?

What would it be like if there was no speech?

The exciting part about education is that involvement works both ways. While attempting to improve education through student involvement, the counselors find themselves deeply engrossed in the following types of programs:

I. Placement

- A. New students with special problems (LD, ESL, EMR, behavior, etc.)
- B. Students with speech needs who need evaluation prior to placement in special classes.
- C. Recommending students for double promotion/retention/continuous progress at the end of the school year.

II. Basic testing program

- A. Kdgn. - Santa Clara Inventory of Developmental Tasks
- B. Gr. 1 - Gates MacGinitie Reading Tests
  Cognitive Ability
- C. Gr. 2 and 3 - Primary Reading Profiles
- D. Gr. 3 - Lorge-Thorndike Intelligence Test
- E. Gr. 4 and 5 - Iowa Tests of Basic Skills
- F. Gr. 6 - Iowa Tests of Basic Skills
  Lorge Thorndike Intelligence Test

III. Screening

- A. Learning Disabilities placement (See LD Section)
- B. Provide information for Reading Improvement and Speech Therapist and ESL teacher.
- C. Recommend further testing to psychologist of possible EMR placement.

IV. In-Service for teachers, parents, administrators, other counselors.

A. Orientation to counseling services in school system.
B. Behavior Modification.
C. Adoption.

V. Individual, group and class group counseling.

VI. Parent conferences.

VII. Medical Team Meetings with school doctor.

VIII. School Team Meetings with other specialists.

AN INDIVIDUALIZED APPROACH TO READING IMPROVEMENT

The goals of an individualized reading program are twofold: one is to develop the weak areas of reading and the continual review of the strong areas, and the second goal is to provide an opportunity for the pupil to become involved in making decisions.

Prior to the scheduling of the reading improvement program, every student was interviewed and his reading goals were discussed. His ideas were utilized in planning his individualized reading program. This program allows the pupil to proceed at his own rate of speech and incorporates a wide variety of materials and media to help make reading more interesting.

This year we are using a "one for one" approach. The children understand that I will list certain tasks in an order geared to remediate their reading problem. After they have completed the required task, they may choose a "fun" activity as their second task. This approach has helped children with short attention spans to concentrate better. There is a time limit on the typewriters and Language Masters as these are the most popular choices.

The following materials and equipment are used in the individualized reading program.

Diagnostic Tests

Dolch - 220 Basic Sight Vocab. Words
Botel Reading Inventory
Gates Advanced Reading Test
Stanford Achievement Test
Scott Foresman Reading Inventory
Gates Primary Reading Test
Nelson Reading Tests

Equipment

Language Master
Film Loop
Filmstrip
Record Player
Cassette Tape Recorder
Listening Post
Typewriters

Programs

St. Louis Program (Tapes & Booklets)
Intermediate Program (tape, booklets, work sheets)
Games
Distar Reading
SRA Listening Skills (Records)
Wise Owl Books
Merrill Skill Text
Lyons & Carnahan Phonics We Use
Scholastic Books
Texts & supplementary books from 10 different publishers
Webster Classroom Reading Clinic

INDIVIDUALIZED READING IMPROVEMENT

Name _____ Grade _____

Intermediate Program											
Listening Skill SRA											
Workbooks											
Oral Reading											
Mimeograph Work											
Book Reports											
Filmstrips											
St. Louis Program											

Your Choice

Listening Post											
Film Loops											
Typing											
Library Books											
Games											
Language Master											

INVOLVEMENT THROUGH SPEECH THERAPY

The children involved in the combination program of Speech Therapy and English as a Second Language attend class on a variety of schedules. Nearly all classes are one half hour in length, but the frequency of classes per week is determined by many factors: number of children, ages, and type of problems, as well as the severity of the problems. The majority of the classes average four students who are grouped by age and need.

The therapy schedule is set up only after former speech students, ESL child, 1st graders, and referrals have been screened. Because of our transient population there is a continual turn over in the enrollment.

When the children begin attending on a regular schedule it is on a temporary basis since some further testing is necessary to determine each child's specific needs. At this time we begin a logical, small-stepped progression of activities leading from the importance of communication to the specific difficulties each child will be working on. In general it procedes as follows:

1. Pantomine activities to discover that it is easier to communicate when we can talk.

2. Discussions and play activities with animal talk. Most animals can only make a few sounds--signal type.

3. People are special. We can:

   (a) make all sounds, animal sounds and people sounds, and
   (b) put people sounds together to make words and sentences that have meaning.

   We have:

   (a) an order inwhich we arrange the sounds and
   (b) a manner in which we produce each of the sounds in the words that makes a difference in how easy it is to be understood.

Somewhere during this time most of the children have also made a few discoveries about themselves. There are times when their speech is not always clear and easy to understand. So we play with the "Tools of Speech" (i.e. tongue, lips, teeth, etc.) to find out how clear sounds are made.

It is at this time, when the child has a reason for speech, a reason for good speech, a knowledge of difficulties he is having and that he can do something about, that I ask for a commitment. Once the commitment is made to work on making his speech more clear and easy for others to understand he officially becomes a member of the class. The children can put

their name on one of the grapes on the bulletin board in the room. They have become members of the "Welcome to the Bunch" group who are going to "ripen up with good speech."

They are then given a progress chart either in the form of rocket ships to the moon or Snoopy building his doghouse. Each rocket or board of the doghouse represents a step he must accomplish on his way to "good and easy speech." As he satisfacorily accomplishes each of these steps he can put a star by the rocket or board.

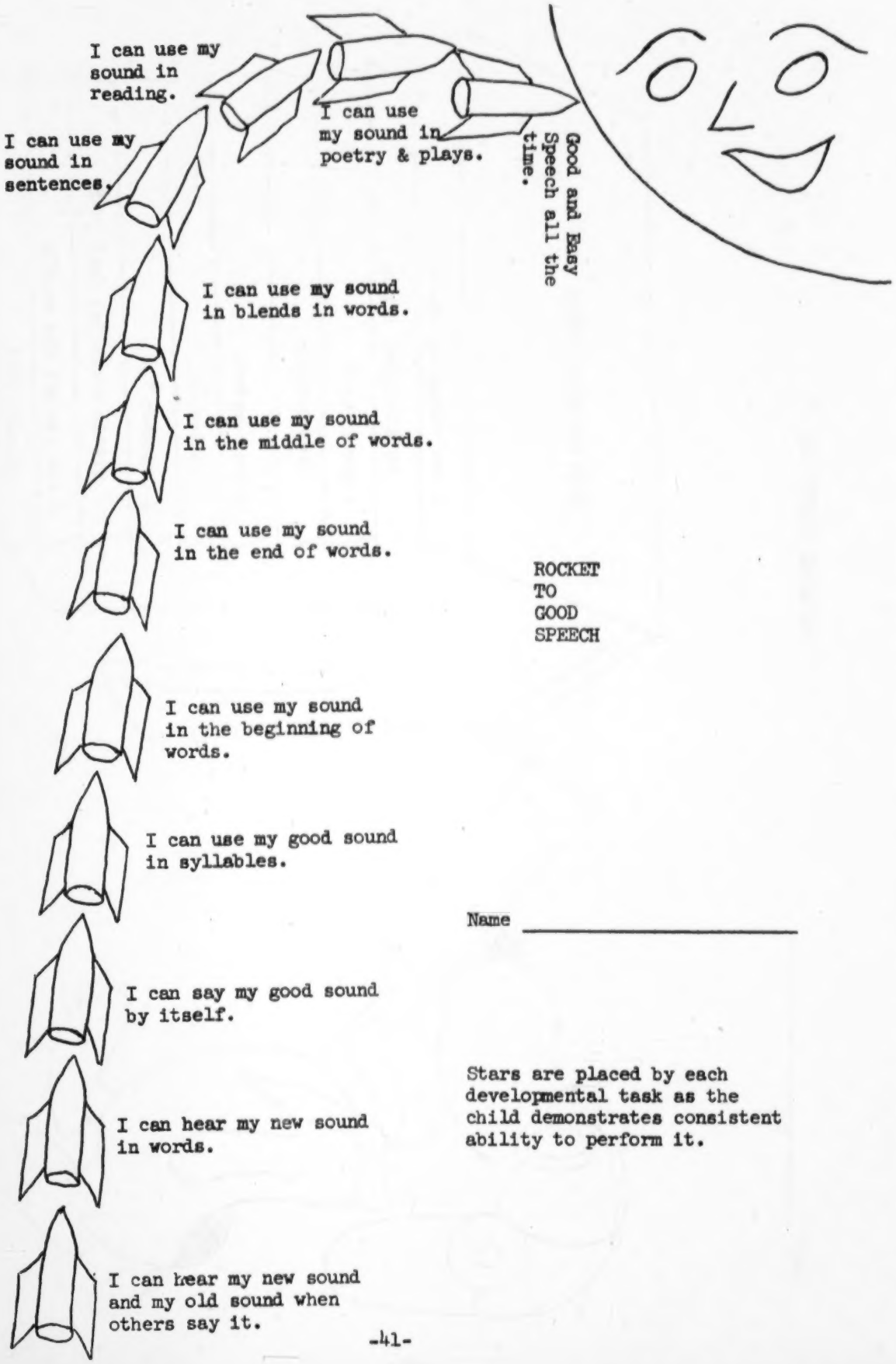
With some speech problems, such as delayed language, the child has a master copy in gold of Snoopy and his doghouse which lists all of his long range goals. On supplementary copies in white the doghouse itself represents one of those goals and each board a speech class session. If he can successfully practice that goal with no more than 10 slips during the activity of the day he may color in the board for that day. The same concept applies in learning and using new words and phrases in the E.S.L. portion of the program. When we have completed the last session for that chart we discuss together how well he has done on the whole and in the recent past. Together we determine if he still needs a chart to keep track of his success with that goal or if he can go on to concentrate on of the other goals on his gold chart.

The children always know what they have achieved, what they are working on, and how far they have to go. They can keep tabs on their own progress and in most cases seem to enjoy the responsibility.

There are still those children, though, who cannot seem to connect the reasons they have discovered for good speech and language development with the specific daily activities. Their involvement is limited mainly to following the group. On the whole, most children have shown a better attitude and enjoy the class even more because they know why they are there and where they are headed.

Then, of course, there are the children in Kindergarten and 1st Grade who still require indirect methods. Their maturity levels and reasoning powers are often not adequate enough to understand or maintain the ideas.

This involvement approach toward speech improvement and language development is still somewhat experimental in our program. There are still a few areas which will need polishing or changing. I have found already, though, that most of the children work more effectively with each other as well as with me. There seems to be a definite difference in attitude and progress between the children who are directed toward helping themselves and those who are simply teacher directed.


I can use my sound in reading.
I can use my sound in sentences.
I can use my sound in poetry & plays.
Good and Easy Speech all the time.
I can use my sound in blends in words.
I can use my sound in the middle of words.
I can use my sound in the end of words.
I can use my sound in the beginning of words.
I can use my good sound in syllables.
I can say my good sound by itself.
I can hear my new sound in words.
I can hear my new sound and my old sound when others say it.

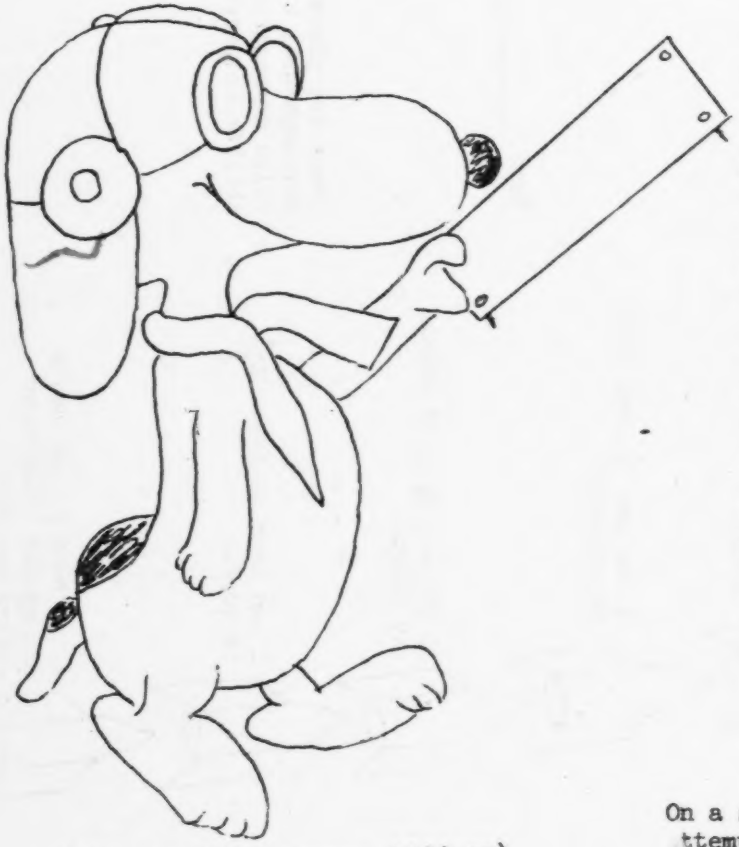
ROCKET
TO
GOOD
SPEECH

Name _____

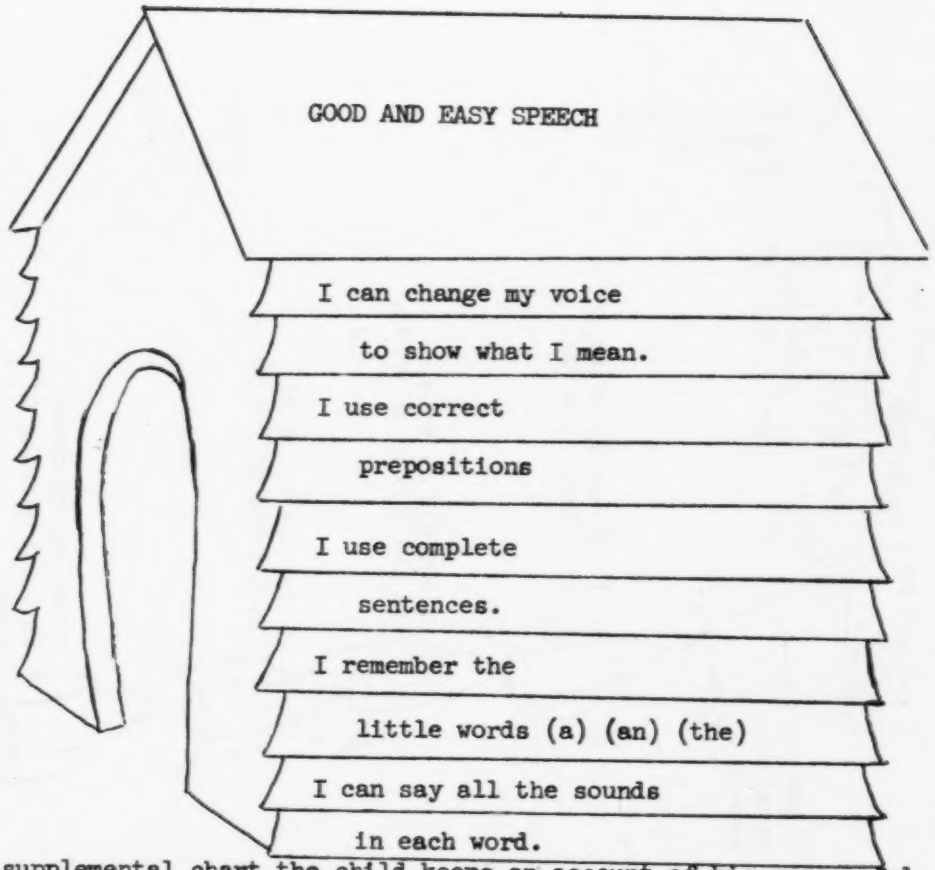
Stars are placed by each developmental task as the child demonstrates consistent ability to perform it.

Name _____

BUILDING BETTER SPEECH



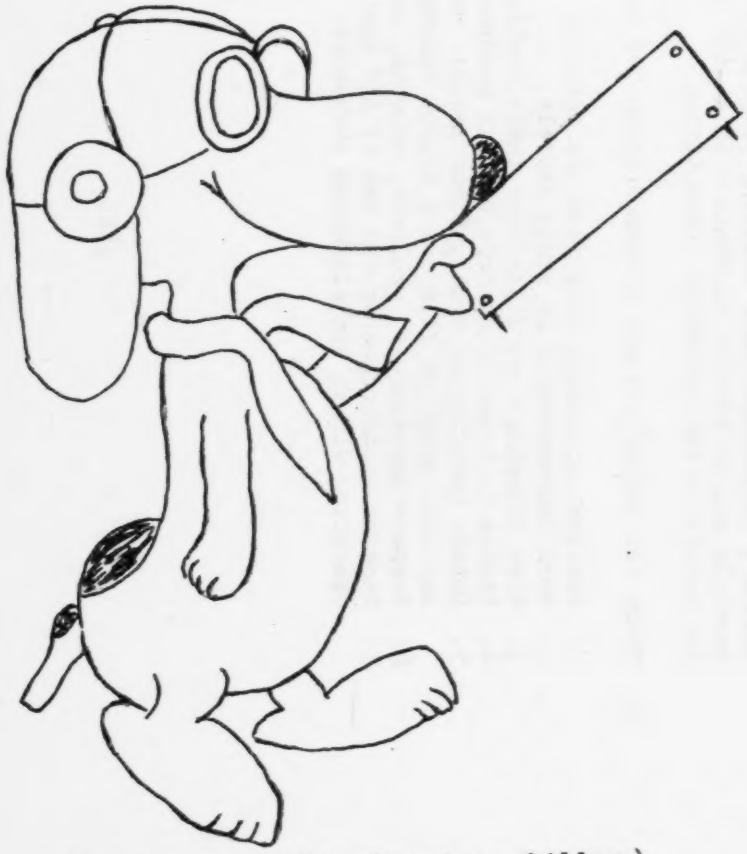
(for use with younger children)



On a supplemental chart the child keeps an account of his successful ttempts to exercise good speech practice when he shows a consistent habit of correct usage he may put a star by that goal.

Name _____

BUILDING BETTER SPEECH



(for use with older elementary children)

GOOD AND EASY SPEECH

I can use easy speech in plays and puppet shows.

I can make my hard attacks easier in sentences.

I can make the gravel smoothe in sentences.

I can make the gravel smoother in words.

I can be a rag doll.

I can hear when my voice box pushes too hard.

I can feel when my voice box pushes too hard.

I can see when my voice box pushes too hard.

I can hear others hurt their voice.

I can find my voice box.

Stars are placed by each developmental task as the child demonstrates consistent ability to perform it.

MEDIA CENTER

I. Classification and Organization

A. All instructional materials have been given a Dewey Decimal number and author, title, series and subject catalog cards have been added to the card catalog.

B. All book and non-book materials are arranged on shelves or in cabinets by the Dewey Decimal Classification System.

C. All materials have been coded and grouped by color for easy identification.

II. Personnel: (Mediatricians)

A. Librarians: 2 full-time qualified librarians.

B. A/V Co-ordinator: 1 full-time qualified teacher.

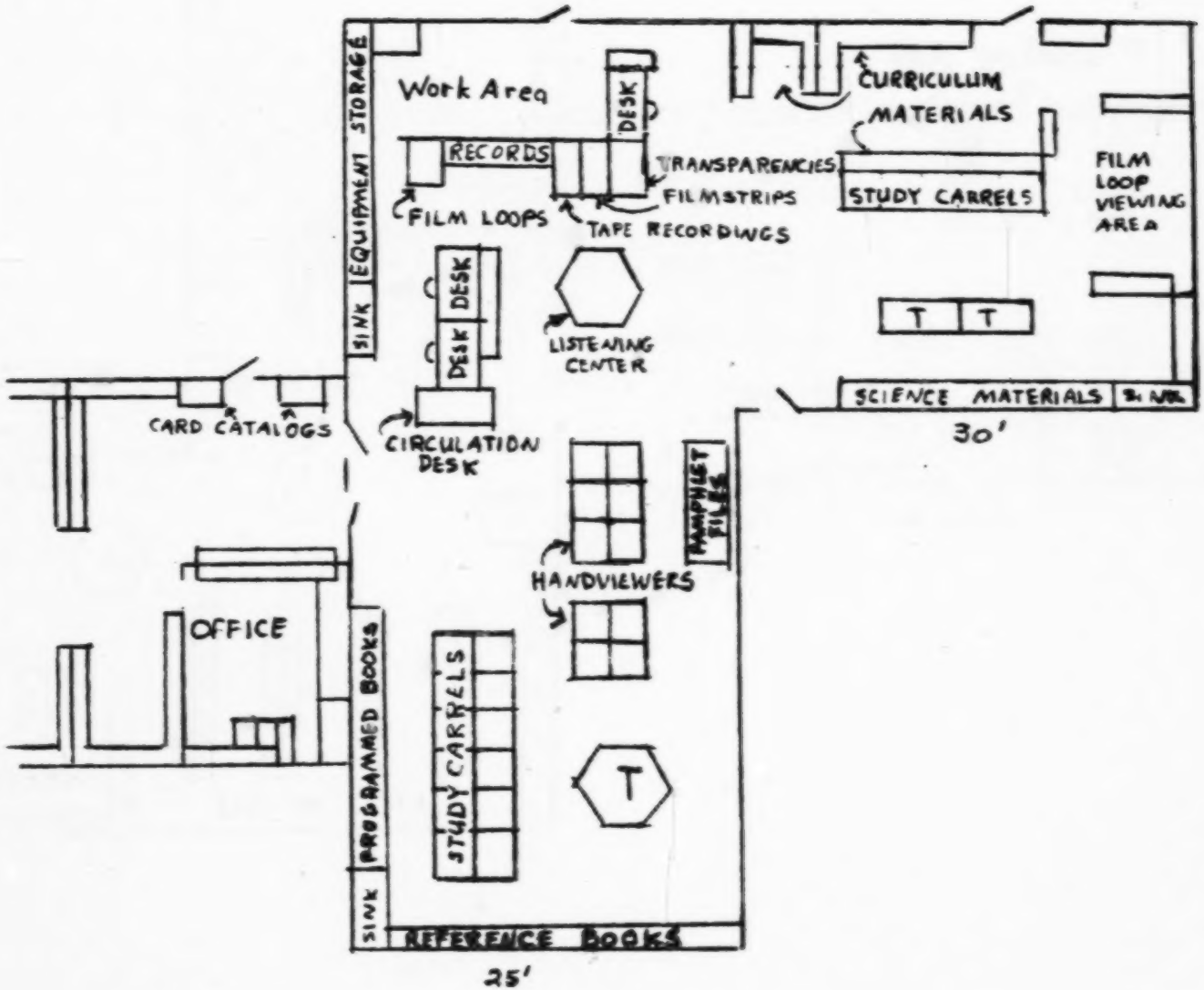
C. Assistant: 1 full-time GS clerk whose main duty is the supervision of the Media Center, including circulation of materials in this area.

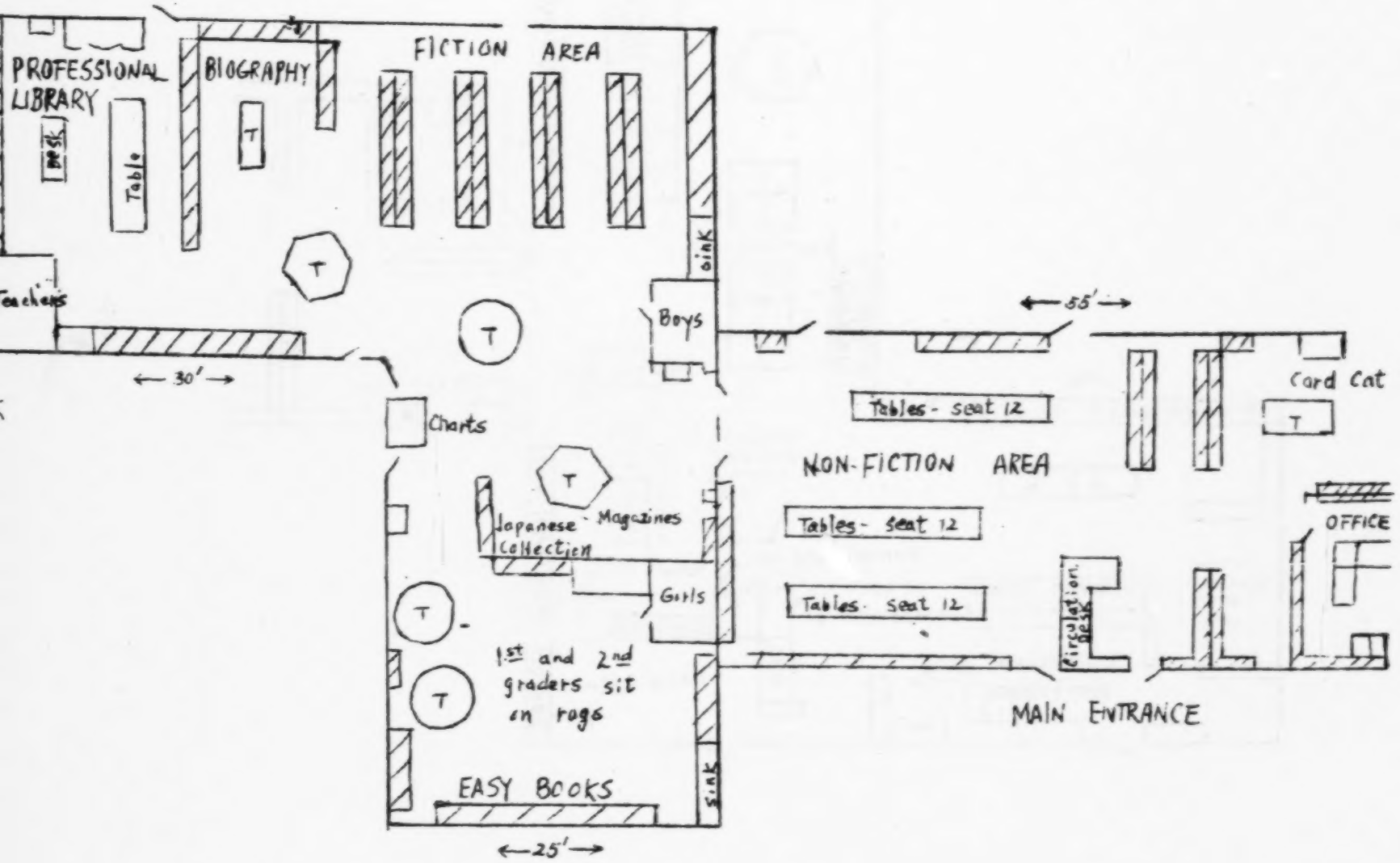
III. Media Center Program:

A. The purpose of the Media Center and its personnel is to help teachers supplement their teaching program in as many ways as possible and to provide students with a wide range of opportunities for acquiring and reviewing information.

B. There are facilities and accommodations for students to:

1. Receive individual help from the resource teacher.
2. Work independently in study carrels.
3. View filmstrips or film-loops individually or in small groups.
4. Listen to tapes or records through headphones.
5. Obtain information from various media: extensive reference section, pamphlet file and a 17,000 volume book collection.
6. Prepare experiments, projects, reports, large maps, etc.
7. Receive instruction on the use of A/V equipment which is operating within the classroom structure.


Work Area
DESK
CURRICULUM MATERIALS
RECORDS
TRANSPARENCIES
FILMSTRIPS
FILM LOOPS
TAPE RECORDINGS
STUDY CARRELS
FILM LOOP VIEWING AREA
EQUIPMENT STORAGE
SINK
DESK
DESK
LISTENING CENTER
T
T
SCIENCE MATERIALS
SINK
CARD CATALOGS
CIRCULATION DESK
30'
PAMPHLET FILES
HANDVIEWERS
OFFICE
PROGRAMMED BOOKS
STUDY CARRELS
T
SINK
REFERENCE BOOKS
25'


PROFESSIONAL LIBRARY
desk
Table
BIOGRAPHY
T
FICTION AREA
sink
T
T
Boys
Teachers
30'
55'
Card Cat
T
Tables - seat 12
Charts
NON-FICTION AREA
T
Japanese Magazines collection
Tables - seat 12
OFFICE
Girls
T
Tables - seat 12
circulation desk
T
1st and 2nd graders sit on rugs
MAIN ENTRANCE
EASY BOOKS
sink
25'

CHOFU ELEMENTARY SCHOOL
MEDIA CENTER

Student:_____ Grade:_____ Date Issued: _____

Teacher: _____ Room: _____

The above named student has full and complete access to all resource materials in the Educational Media Center/Library so long as he remains student like in his behavior.

EQUIPMENT

*Filmstrip
*handviewer:_____ Record Player: _____

Projector: _____ Overhead Projectors_____

2 X 2 Slide: _____ *Language Master: _____

*Filmloop Projector: _____ Cyclo Teacher: _____

Tape Recorder: 16mm Projector(Bell&Howell)(autoload)
*Cassette: _____ _____

Reel: _____ _____

*Sound Filmstrip: _____ _____

Opaque Projector: _____ _____

* All children grades 3 - 6 are taught these 5 basic machines. Selected children in grades 1 & 2 are also taught these machines.

THE ELEMENTARY ELECTIVE PROGRAM

Chofu Elementary School initiated an elective program for 5th and 6th Grade students to give them the opportunity of exploring a wide variety of activities not usually presented in depth during the regular school year. Course selection and content is determined by the teachers who offer their "specialty" to the students. In future programs the students will be asked what interests and areas of learning they wish to explore. The elective program is held the last hour of the day on Wednesdays.

CHOFU ELEMENTARY SCHOOL
Elective Program

Dear Parents:

Please help your child make 4 selections of the activities listed below and return to the School Office by _____.

(Please indicate selections with a check mark.)

1. ___ PAPER MACHE: A method of constructing a three dimensional form, from paper and glue.

2. ___ COOKING FOR BOYS AND GIRLS: Here's a class where you eat what you make - and everyone gets to try their hand. There will be ideas for parties and snacks. A $1.00 fee covers the expense of supplies.

3. ___ CHORUS: A Choral group preparing to perform in a concert.

4. ___ KNITTING: Basic stitches in knitting with a project to be determined by the size of the group and it's members. Yarn and needles to be provided by participants and will be decided upon during the first session.

5. ___ ROLLER SKATING: Basic fundamentals of roller skating. Limit of 15 pupils.

6. ___ LETTER AND TAPE EXCHANGE AROUND THE WORLD: Communicating with children around the world using letter writing, tapes, music, sports, stamps and coins. We will use records, films, slides and language arts.

7. ___ JUNIOR RED CROSS: A very basic course in the fundamentals of giving first-aid. The main objective will be accident prevention and safety-mindness.

8. ___ TUMBLING AND GYMNASTICS: Open to boys and girls (equal amounts of each) of beginning or advanced ability. We will be using different apparatus such as trampoline, horse, bars and mats.

9. ___ SQUARE DANCING: Fundamentals of square dancing. Should be a lot of fun.

10. ___ FUNDAMENTALS OF GOLF: Instruction in the fundamentals of golf - the golf swing, rules of the game.

11. ___ PUBLIC SPEAKING AND PUPPETS: Provide for many kinds of oral expression in a variety of ways using novel as well as traditional approaches to public address.

12. ___ WRITING A NEWSPAPER: Aim is to print a newspaper about Chofu Elementary's activities with students interviewing other students to get art work and information. All writing will be done by the newspaper class.

13. ___ TYPING: You will learn how to type, to use the typewriter correctly, and to use the keys without looking at them. It will help you improve in spelling, reading and original writing.

14. ___ CREATIVE STITCHERY FOR BOYS AND GIRLS: Children will learn some basic stitches; make their own designs; create a small wall hanging to display. 50¢ charge for materials.

15. ___ TENNIS: The children will gain a working knowledge of the game of tennis and a chance to participate in the application of it. Each child should have a racket.

16. ___ MAKING PUPPETS AND HAVING PLAYS: Plays will be chosen, paper mache puppet heads made and painted, dresses sewn, and plays practiced and presented to other grade levels.

17. ___ GUITAR: Fundamentals of Guitar playing. All students must have own guitar.

18. ___ EDUCATIONAL GAMES: Includes active and quiet word games, guessing arithmetic games and observation games.

19. ___ ORIGAMI: Paper folding. Students will need a package of Origami paper.

20. ___ CREATIVE DRAMATICS: Doing pantomimes - trying to act out a specific character-working in groups on very short original skits.

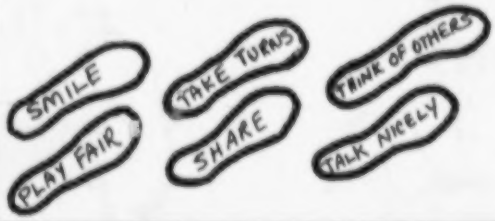
21. ___ AEROSPACE: The aerospace course is designed to study the history of aviation and to build model airplanes and rockets.

22. ___ MAKING RELIEF MAPS: Map making in general - Road maps, maps of countries made from cardboard and cut for puzzles, flour and salt maps, maps of parks or playgrounds.

23. ___ PHOTOGRAPHY: The camera, composing and taking the photograph. Enlarging techniques and how they improve your photos.

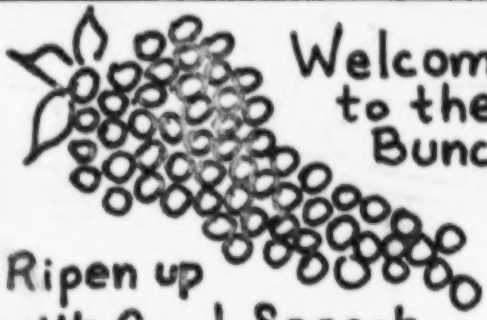
Let's Talk
It Over

Footsteps to Friendship



Put on something Warm
Today

Smile



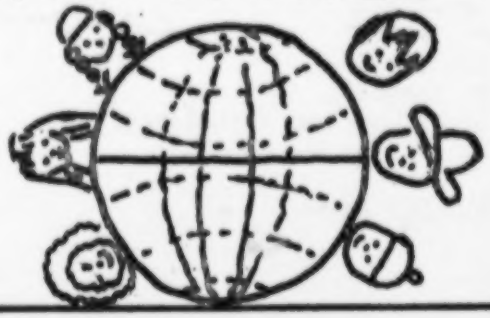
Welcome
to the
Bunch!

Ripen up
with Good Speech

Which one am I?

We Learn About

ONE WORLD

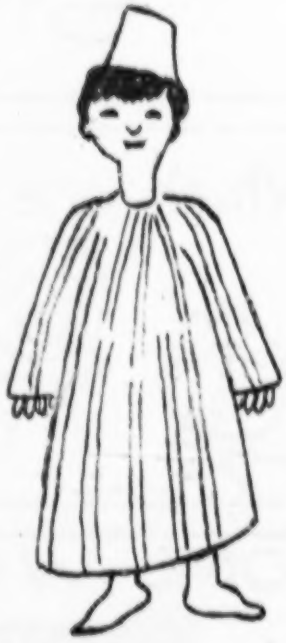


SWAP

Place your ideas here

SHOP

CHILDREN LEARN WHAT THEY LIVE



If a child lives with criticism,
He learns to condemn.
If a child lives with hostility,
He learns to fight.
If a child lives with ridicule,
He learns to be shy.
If a child lives with shame,
He learns to feel guilty.
If a child lives with tolerance,
He learns to be patient.
If a child lives with encouragement,
He learns confidence.
If a child lives with praise,
He learns to appreciate.
If a child lives with fairness,
He learns justice.
If a child lives with security,
He learns to have faith.
If a child lives with approval,
He learns to like himself.
If a child lives with acceptance and friendship,
He learns to find love in the world.

Dorothy Law Nolte

FILMED FROM BEST AVAILABLE CO

SUMMARY

1. We feel that a strength of our program is in the team approach we use. We need each other's skills and ideas in working with children.

2. The specialists work within the classroom setting as well as in remedial groups outside of the classroom.

3. We listen to the children's ideas about their learning and growing up. They help to set the goals and plan their educational program.

4. We attempt to build into children an awareness of themselves as individuals and in relationship with each other.

5. We recognise that there are many ways of learning; therefore, there are many different learning programs available in our school.

6. Children need to see tangible proof that they are learning and growing. Progress charts help them tally their academic growth, and different behavior modification programs help them become aware of their social growth.